



Greek

Foundation Course

Hara Garoufalia Middle and Howard Middle

Learn another language the way you learnt your own

Succeed with the

Michel Thomas^{method}

and learn another language the way you learnt your own

Developed over 50 years, the amazing teaching methods of the world's greatest language teacher completely takes the strain out of language learning. Michel Thomas' all-audio courses provide an accelerated method for learning that is truly revolutionary.

To find out more, please get in touch with us

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First published in UK 2009 by Hodder Education, part of Hachette UK, 338 Euston Road, London NW1 3BH.

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Cover image: foodfolio / Alamy

Typeset by Transet Limited, Coventry, England.

Printed in Great Britain for Hodder Education, an Hachette Livre company, 338 Euston Road, London NW1 3BH.

Impression 10 9 8 7 6 5 4 3 2

Year 2012 2011 2010

ISBN 978 0340 98393 5

Introduction

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What is the Michel Thomas Method?

The Michel Thomas Method* all-audio courses, published by Hodder Education, provide an accelerated method for language learning that is truly revolutionary. And they promise a remarkable educational experience that will make your learning both exciting and pleasurable.

How does the Method work?

The Method works by breaking a language down into its component parts, enabling learners to reconstruct the language themselves – to form their own sentences, to say what they want, when they want. Because you learn the language in small steps, you can build it up yourself to produce ever more complicated sentences.

**No books
No writing
Just confidence – in hours**

The Michel Thomas Method is 'in tune' with the way your brain works, so you assimilate the language easily and don't forget it! The Method teaches you through your own language, so there's no stress, and no anxiety. The teacher builds up the new language, step by step, and you don't move on till you've absorbed and understood the previous point. As Michel Thomas said, *'What you understand, you know, and what you know, you don't forget.'*

With parallels to the way you learnt your own language, each language is learnt in 'real-time' conditions. There is no need to stop for homework, additional exercises or vocabulary memorization.

*US patent 6,565,358

'Learning Spanish with Michel was the most extraordinary learning experience of my life – it was unforgettable.'

Emma Thompson

'Michel Thomas is a precious find indeed.'

The Guardian

The classroom situation on the recording lets you learn with others. You enjoy their success, and you learn from their mistakes. The students on the recordings are not reading from scripts and they have received no additional instruction or preparation – just the guidance you hear on the recording. You, as the learner, become the third student and participate actively in the class.

A very important part of the Michel Thomas Method is that full responsibility for your learning lies with the teacher, not with you, the pupil. This helps to ensure that you can relax, and feel confident, so allowing you to learn effectively.

You will enjoy the Method as it creates real excitement – you can't wait to use the language.

'There's no such thing as a poor student, only a poor teacher.'

Michel Thomas

What level of language will I achieve?

The Introductory and Foundation courses are designed for complete beginners. They make no assumption of a knowledge of any language other than English. They will give the beginner a practical and functional use of the

HOW ARE THE RECORDINGS BEST USED?

- **Relax!** Make yourself comfortable before playing the recording and try to let go of the tensions and anxieties traditionally associated with learning.
- **Do not write or take any notes.** Remove notebooks, pens, dictionaries and anything else associated with learning at school.
- **Do not try to remember.** While participating in the recording and afterwards, it is important that you do not try to memorize specific words or expressions. It is a basic principle of the Michel Thomas Method that the responsibility for the student's learning lies with the teacher. With the Michel Thomas Method as your teacher, your learning will be based on understanding, and what you understand you don't forget.
- **Interact fully with the recordings.** Use the pause button and respond out loud (or in a whisper, or in your head, if you are in a public place) before the students' responses. *This is essential.* You do not learn by repetition but by thinking out the answers to each question; it is by your own thought process that you truly learn.
- **Give yourself time to think.** The students on the recordings had all the time they needed to think out their responses. On the recordings their 'thinking time' has been cut in order to make full use of the recording time. You can take all the time you need (by using your pause button). The pause button is the key to *your* learning! To get you used to pausing the recording before the students' responses, bleeps have been added to the first few tracks. When you hear the bleep, pause the recording, think out and say your response, then release the pause button to hear the student's, then the teacher's, response.
- **Start at the beginning of the course.** Whatever your existing knowledge of the language you are learning, it is important that you follow the way that the teacher builds up your knowledge of the language.
- **Do not get annoyed with yourself if you make a mistake.** Mistakes are part of the learning process; as long as you understand why you made the mistake and you have the 'ahaa' reaction – 'yes, of course, I understand now' – you are doing fine. If you made a mistake and you do not understand why, you may have been daydreaming for a few seconds. The course is structured so that you cannot go on unless you fully understand everything, so just go back a little and you will pick up where you left off.
- **Stop the recording whenever it suits you.** You will notice that this course is not divided into lessons; you will always be able to pick up from where you left off, without the need to review.

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spoken language. They are also appropriate for anyone who has studied a language before, but has forgotten much of it or does not have confidence in speaking.

The Introductory course comprises the first two hours of the Foundation Course. The Advanced course follows on from the Foundation course and expands on structures touched on in the earlier course to improve your understanding and mastery of complex language.

The Michel Thomas Method teaches the everyday conversational language that will allow you to communicate in a wide variety of situations, empowered by the ability to create your own sentences and use the language naturally, having absorbed the vocabulary and grammatical structures and, in addition, will be introduced to deviants of reading and writing.

How quickly can I learn with the Michel Thomas Method?

One of the most remarkable features of the Michel Thomas Method is the speed with which results are achieved. A knowledge of the language that will take months of conventional study can be achieved in a matter of hours with the Michel Thomas Method. The teacher masterfully guides the student through an instructional process at a very rapid rate – yet the process will appear informal, relaxed and unhurried. The teacher moves quickly between numerous practice sessions, which all build the learners' confidence in their ability to communicate in complex ways.

Because the Michel Thomas Method is based on understanding, not memorization, there is no set limit to the length of time that you should study the course. It offers immersion without strain or stress, and you will find the recordings are not divided into lessons, though the material has been indexed for your convenience. This means that you can stop and start as you please.

The excitement of learning will motivate you to continue listening and learning for as long a time as is practical for you. This will enable you to make progress faster than you ever imagined possible.

Who is the Michel Thomas Method for?

Anyone can learn a language with the Michel Thomas Method – and the wide diversity of Michel Thomas’s own students proves this. Not only did Michel instruct the rich and famous, but he also taught many so-called ‘hopeless cases’. For example, in 1997, Michel taught French to a group of sixteen-year-olds in north London who had been told they could never learn a language, and gave them the ability to use the new language far beyond their expectations – in just a week. Perhaps more importantly, he gave them the confidence to speak and a belief in, and the experience of, their own ability to learn.

Whatever your motivation for learning a language, the Michel Thomas Method quite simply offers the most effective method that is available.

What can I do next?

Try to speak with native speakers whenever possible, as this is invaluable for improving your fluency. Television and radio programmes via satellite, podcasts, newspapers and magazines (print or on-line) (especially those which feature interviews) will give you practice in the most current and idiomatic language. Expose yourself to the language whenever you can – you will have firm foundations on which to build.

Continue your study with the Advanced course. Then build your vocabulary with the existing and planned Vocabulary courses, which carry forward the Michel Thomas Method teaching tradition and faithfully follow Michel Thomas’s unique approach to foreign language learning. The series editor is Dr Rose Lee Hayden, Michel’s most experienced and trusted teacher. The courses remain faithful to the method Michel Thomas used in his earlier courses, with the all-audio and ‘building-block’ approach. The presenter builds on Michel’s foundations to encourage the student at home to build up their vocabulary in the foreign language, using relationships with English, where appropriate, or connections within the foreign language itself. The student takes part in the audio, following prompts by the presenter, as in Michel Thomas’ original Foundation and Advanced courses.

Who was Michel Thomas?



Michel with Grace Kelly

Michel Thomas (1914–2005) spent most of his childhood in Germany and France. He studied psychology at the Sorbonne (Paris) and at the University of Vienna. During the Second World War he fought for the French Resistance; after the war he worked for the U.S. army. His war-time experiences, including two years in concentration and labour camps and torture at the hands of the Gestapo, fuelled his passion for teaching languages, as a result of which he developed a uniquely effective language-

teaching method that brought to his door celebrities (including Barbra Streisand and Emma Thompson), diplomats, academics and business executives from around the world. He established the first Michel Thomas Language Center in Beverly Hills in 1947, and continued to travel the world teaching languages for the rest of his life.

Whom did Michel Thomas teach?

People came from all over the world to learn a foreign language with Michel Thomas – because his method works. His students, numbering in the thousands, included well-known people from the arts and from the corporate, political and academic worlds. For example, he taught French to filmstar Grace Kelly prior to her marriage to Prince Rainier of Monaco.

Michel's list of clients included:

- *Celebrities:* Emma Thompson, Woody Allen, Barbra Streisand, Warren Beatty, Melanie Griffith, Eddie Izzard, Bob Dylan, Jean Marsh, Donald Sutherland, Mrs George Harrison, Anne Bancroft, Mel Brooks, Nastassja Kinski, Carl Reiner, Raquel Welch, Johnny Carson, Julie Andrews, Isabelle Adjani, Candice Bergen, Barbara Hershey, Priscilla Presley, Loretta Swit, Tony Curtis, Diana Ross, Herb Alpert, Angie Dickinson, Lucille Ball, Doris Day, Janet Leigh, Natalie Wood, Jayne Mansfield, Ann-Margaret, Yves Montand,

Kim Novak, Otto Preminger, Max von Sydow, Peter Sellers, François Truffaut, Sophia Coppola.

- *Diplomats, dignitaries and academics*: Former U.S. Ambassador to France, Walter Curley; U.S. Ambassador to the U.N., Joseph V. Reed; Cardinal John O'Connor, Archbishop of New York; Anthony Cardinal Bevilacqua, Archbishop of Philadelphia; Armand Hammer; Sarah Ferguson, Duchess of York; Professor Herbert Morris, Dean of Humanities at UCLA; Warren Keegan, Professor of Business at Pace University in New York; Professor Wesley Posvar, former President of the University of Pittsburgh.

- *Executives from the following corporations*: AT&T International, Coca-Cola, Procter & Gamble, Chase Manhattan Bank, American Express, Merrill Lynch, New York Chamber of Commerce and Industry, Boeing Aircraft, General Electric, Westinghouse Electric, Bank of America, Max Factor, Rand Corporation, Bertelsmann Music Group-RCA, Veuve Clicquot Inc., McDonald's Corporation, Rover, British Aerospace.

Track listing

In this track listing, the words and phrases taught in the course are listed in English and Greek (transliterated and Greek script). The Greek alphabet is given on pages 27–29 along with an explanation of the transliteration system.

Abbreviations used in this track listing:

(m) = masculine

(f) = feminine

(n) = neuter

To show a question in Greek, you use a semi-colon (;) where in English you would use a question mark (?).

CD1 Track 1

Introduction to the course and how to use it

a	ένα (n)	ένα
sandwich	σάνδοιτς (n)	σάντουιτς
ouzo	σόζο (n)	ούζο
please	parakaló	παρακαλώ
I	egó	εγώ
(I) want	THélo	θέλω
and	ke	και

CD1 Track 2

you want	THélete	θέλετε
you	esís	εσείς
yes	ne	ναι
no	óxi	όχι
not	then	δεν
tea	tsái (n)	τσάι

12**CD 1 Track 3**

what?	ti	τι;
I have	éxo	έχω
you have	éxete	έχετε
it (n)	to (n)	το
glass	potíri (n)	ποτήρι
wine	krasí (n)	κρασί
bottle	bookáli (n)	μπουκάλι
water	neró (n)	νερό

CD 1 Track 4

I buy/am buying	agorázo	αγοράζω
market	agorá	αγορά
you buy/are buying	agorázete	αγοράζετε
I wait/am waiting (for) (for)	periméno	περιμένω
you wait/are waiting	periménete	περιμένετε
I know	kséro	ξέρω
you know	ksérete	ξέρετε
I understand	katalavéno	καταλαβαίνω
you understand	katalavénete	καταλαβαίνετε
why/because	yiati	γιατί

CD 1 Track 5

something	káti	κάτι
excuse me, sorry	signómi	συγγνώμη
but	alá	αλλά
now	tóra	τόρα

CD 1 Track 6

Revision and practice of verbs

CD 1 Track 7

anything/nothing	típotá	τίποτα
bar	bar (n)	μπαρ
park	párko (n)	πάρκο

underground	metró (n)	μετρό
supermarket	soopermárket (n)	σουπερμάρκετ
where?	poó	πού;
is	íne	είναι
the (n)	to (n)	το
near/nearby	kondá	κοντά
far/far away	makriá	μακριά

CD 1 Track 8

in/at	se	σε
in the park	sto párko	στο πάρκο
I am	íme	είμαι
you are	íste	είστε
or	i	ή

CD 2 Track 1

beer	bíra (f)	μπύρα
salad	saláta (f)	σαλάτα
a (f)	mía (f)	μία
the (f)	i (f)	η
it (f)	tin (f)	την
I want it.	Tin THélo.	Την θέλω.

CD 2 Track 2

he/it (to replace 'he' when referring to masculine nouns)	aftós	αυτός
she/it (to replace 'she' when referring to feminine nouns)	aftí	αυτή
he/she wants	THéli	θέλει
he/she has	éxi	έχει
he/she buys/ is buying	agorázi	αγοράζει
he/she understands	katalavéni	καταλαβαίνει

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CD 2 Track 3

I make/am making, I do/am doing	káno	κάνω
you make/do	kánete	κάνετε
he/she makes/does	káni	κάνει
well, fine	kalá	καλά
how are you?	ti kánete	τι κάνετε;
thank you	efxaristó	ευχαριστώ
I go/am going	páo	πάω
to	se	σε
to the bar	sto bar	στο μπαρ
you go/are going	páte	πάτε
he/she goes/is going	pái	πάει

CD 2 Track 4

I speak/am speaking	miláo	μιλάω
Greek	eliniká	ελληνικά
Do you speak Greek?	Miláte esís eliniká?	Μιλάτε εσείς ελληνικά;
he/she speaks	milái	μιλάει
French	galiká	γαλλικά
Spanish	ispaniká	ισπανικά
very	polí	πολύ
very well	polí kalá	πολύ καλά
a little	lígo	λίγο
English	angliká	αγγλικά

CD 2 Track 5

I'm hungry	pináo	πεινάω
Are you very hungry?	Pináte polí?	Πεινάτε πολύ;
I'm thirsty	thipsáo	διψάω
I hurt	ponáo	πονάω
it hurts	ponái	πονάει
my	moo	μου
my ouzo	to oózo moo	το ούζο μου
my beer	i bíra moo	η μπύρα μου

stomach	stomáxi (n)	στομάχι
My stomach hurts.	To stomáxi moo ponáí.	Το στομάχι μου πονάει.
tooth	thónði (n)	δόντι
foot	póthi (n)	πόδι

CD 2 Track 6

here	ethó	εδώ
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CD 3 Track 1

'will'	THa	θα
I will make/do tomorrow	THa káno ávrio	θα κάνω αύριο

CD 3 Track 2

there	ekí	εκεί
I won't have it tomorrow. Then THa to éxo ávrio.		Δεν θα το έχω αύριο.

CD 3 Track 3

so	étsi	έτσι
Is that not so?	Étsi then íne?	Έτσι δεν είναι;
OK	endáksi	εντάξει

CD 3 Track 4

the	i (f)	η
the	o (m)	ο
I am Maria.	Íme i María.	Είμαι η Μαρία.
I am Costas.	Íme o Cóstas.	Είμαι ο Κώστας.

CD 3 Track 5

who (masc/fem)	piós/piá	ποιος/ποια
Who is he?	Piós íne aftós?	Ποιος είναι αυτός;
Who is she?	Piá íne aftí?	Ποια είναι αυτή;
Englishman	Ánglos (m)	Άγγλος
Englishwoman	Anglítha (f)	Αγγλίδα

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England
from
from England

Anglía (f)
από
από την Anglía

Αγγλία
από
από την Αγγλία

CD 3 Track 6

Greek man
Greek woman
Greece
from Greece

Élinas (m)
Elinítha (f)
Elátha (f)
apo tin Elátha

Έλληνας
Ελληνίδα
Ελλάδα
από την Ελλάδα

CD 3 Track 7

this supermarket
this salad
small
big
This park is small.

aftó to soopermárket
aftí i saláta
mikró/mikrí (n/f)
megálo/megáli (n/f)
Aftó to parko íne
mikró.

αυτό το σουπερμάρκετ
αυτή η σαλάτα
μικρό/μικρή
μεγάλο/μεγάλη
Αυτό το πάρκο είναι
μικρό.

This beer is large.

Aftí i bíra íne megáli.

Αυτή η μπύρα είναι
μεγάλη.

I want a small salad.

Thélo mía mikrí saláta.

Θέλω μία μικρή
σαλάτα.

CD 4 Track 1

open
taverna
The taverna isn't
open now.
closed
when
cinema

anixtó
tavérna (f)
I tavérna then íne
anixtí tóra.
klistó/klistí (n/f)
póte
sinemá (n)

ανοιχτό
ταβέρνα
Η ταβέρνα δεν είναι
ανοιχτή τώρα.
κλειστό/κλειστή
πότε
σινεμά

CD 4 Track 2

good
good
day

kaló (n)
kalí (f)
méra (f)

καλό
καλή
μέρα

good morning	kaliméra	καλημέρα
today	símera	σήμερα
every day	káthe méra	κάθε μέρα
always	pánda	πάντα
often	sixná	συχνά

CD 4 Track 3

I drink/am drinking	píno	πίνω
you drink/are drinking	pínete	πίνετε
he/she drinks/ is drinking	píni	πίνει
I eat/am eating	tróo	τρώω
you eat/are eating	tróte	τρώτε
he/she eats/is eating	trói	τρώει

CD 4 Track 4

I read/am reading	thiavázo	διαβάζω
you read/are reading	thiavázete	διαβάζετε
he/she reads/is reading	thiavázi	διαβάζει
book	vivlío (n)	βιβλίο
newspaper	efimerítha (f)	εφημερίδα
magazine	periothikó (n)	περιοδικό
on	se	σε
on the underground	sto metró	στο μετρό

CD 4 Track 5

I see/watch	vlépo	βλέπω
television	tileórasi (f)	τηλεόραση
never	poté	ποτέ
theatre	Théatro (n)	θέατρο

CD 4 Track 6

I arrive/am arriving	ftáno	φτάνω
late	argá	αργά

CD 4 Tracks 7 and 8

Practice using known words and structures

CD 5 Track 1

good (m)	kalós	καλός
at/in the taverna	stin tavérna	στην ταβέρνα

CD 5 Track 2

one	éna/mía (n/f)	ένα/μία
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CD 5 Tracks 3 and 4

Practice using known words and structures

CD 5 Track 5

early	norís	νωρίς
I leave/am leaving	févgο	φεύγω
you leave/are leaving	févyete	φεύγετε
he/she/it leaves/ is leaving	févyi	φεύγει
train	tréno (n)	τρένο

CD 5 Track 6

I start/begin	arxízo	αρχίζω
I finish	telióno	τελειώνω
life	zoí (f)	ζωή

CD 5 Track 7

Practice using known words and structures

we	emís	εμείς
We wait/are waiting.	Emís periménoome.	Εμείς περιμένουμε.
We are buying something.	Emís agorázooome káti.	Εμείς αγοράζουμε κάτι.
We don't know why.	Emís then kséroome yiatí.	Εμείς δεν ξέρουμε γιατί.

We want something.	Emís THéloome káti.	Εμείς θέλουμε κάτι.
We always drink a glass of wine.	Emís rínoome pánda éna potíri krasí.	Εμείς πίνουμε πάντα ένα ποτήρι κρασί.
We are leaving early.	Féngoome norís.	Φεύγουμε νωρίς.
Have we got a bottle of wine?	Éxoome éna bookáli krasí?	Έχουμε ένα μπουκάλι κρασί;
Shall we make a salad tomorrow?	THa kánoome mía salata ávrio?	Θα κάνουμε μία σαλάτα αύριο;

CD 6 Track 1

'we' forms for verbs ending in -ao in the 'I' form

CD 6 Track 2

'to'	na	να
I want to do something.	THélo na káno káti.	Θέλω να κάνω κάτι.
Do you want to do something today?	THélete na kánete káti símera?	Θέλετε να κάνετε κάτι σήμερα;
He/she doesn't want to do it.	Then THéli na to káni.	Δεν θέλει να το κάνει.
He/she doesn't want to go to the theatre today.	Then THéli na pái sto THéatro símera.	Δεν θέλει να πάει στο θέατρο σήμερα.
We want to go to the cinema tomorrow.	THéloome na páme sto sinemá ávrio.	Θέλουμε να πάμε στο σινεμά αύριο.

CD 6 Track 3

I can, you can, he/she can, we can	boró, boríte, borí, boroóme na	μπορώ, μπορείτε, μπορεί, μπορούμε να
Can I go to the theatre tomorrow?	Boró na páo sto THéatro ávrio?	Μπορώ να πάω στο θέατρο αύριο;
You can go.	Boríte na páte.	Μπορείτε να πάτε.
He/she can go there tomorrow.	Borí na pái ekí ávrio.	Μπορεί να πάει εκεί αύριο.
Can we go to the taverna tomorrow?	Boroóme na páme stin tavérna ávrio?	Μπορούμε να πάμε στην ταβέρνα αύριο;

I can't wait.	Then boro na periméno.	Δεν μπορώ να περιμένω.
You can't go to the bar now.	Then boríte na páte sto bar tóra.	Δεν μπορείτε να πάτε στο μπαρ τώρα.
He/she can't make a sandwich.	Then borí na káni éna sándooits.	Δεν μπορεί να κάνει ένα σάντουιτς.

CD 6 Track 4

school	σχολίο (n)	σχολείο
must/have to/should	prépi na	πρέπει να
I must/have to/should go to school tomorrow.	Prépi na páo sto sxolío ávrio	Πρέπει να πάω στο σχολείο αύριο.
You must/have to/should go to the supermarket now.	Prépi na páte sto soopermárket tóra.	Πρέπει να πάτε στο σουπερμάρκετ τώρα.
He must/have to/should go there now.	Prépi na pái ekí tóra.	Πρέπει να πάει εκεί τώρα.
We must/have to/should go now.	Prépi na páme tóra.	Πρέπει να πάμε τώρα.

CD 6 Track 5

I buy > I want to buy	agorázo > THélo na agoráso	αγοράζω > θέλω να αγοράσω
You mustn't buy	Then prépi na agorásete	Δεν πρέπει να αγοράσετε

CD 6 Track 6

I read > to read	thiavázete > na thiavásete	διαβάζετε > να διαβάσετε
I begin > I will begin	arxízo > THa arxíso	αρχίζω > θα αρχίσω
I finish > I can finish	telióno > boró na telióso	τελειώνω > μπορώ να τελειώσω

CD 6 Track 7

I arrive > I will arrive late	ftáno > THa ftáso argá	φτάνω > θα φτάσω αργά
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I leave > I will leave You mustn't leave now.	févgο > THa figo Then prépi na fíyete tóra.	φεύγω > θα φύγω Δεν πρέπει να φύγετε tώρα.
Costas has to leave early. We can't leave now.	O Cóstas prépi na fíyi norís. Then boroóme na fígoome tóra.	O Kóstas prépi na fύγει νωρίς. Δεν μπορούμε να fύγοουμε τώρα.

CD 7 Track 1

I give, you give, he/she gives I will give it tomorrow I take > I will take I am not taking the train today. I will take it tomorrow.	thíno, thínete, thíni THa to thósso ávrio pérno > THa páro Then pérno to tréno símera. THa to páro ávrio.	δίνω, δίνετε, δίνει Θα το δώσω αύριο. παίρνω > θα πάρω Δεν παίρνω το τρένο σήμερα. Θα το πάρω αύριο.
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CD 7 Track 2

Practice with verbs that do and don't change after 'na' and 'THa'

I drink > Can I drink a beer now?	píno > Boró na pió mía bira tóra?	πίνω > Μπορώ να πιώ μία μπύρα τώρα;
--------------------------------------	--------------------------------------	--

CD 7 Track 3

I see/watch > I will see/watch I want to watch TV today. I eat > I will eat George shouldn't eat this.	vlépo > THa tho THélo na tho tileóراسi símera. tróo > THa fáo O Yiórgos then prépi na fái aftó.	βλέπω > θα δω Θέλω να δω τηλεόραση σήμερα. τρώω > θα φάω Ο Γιώργος δεν πρέπει να φάει αυτό.
--	--	--

CD 7 Track 4

we are	ímaste	είμαστε
--------	--------	---------

CD 7 Track 5

yesterday	xTHes/exTHés	χθες/εχθές
I was	ímoon	ήμουν
you were	ísastan	ήσασταν

CD 7 Track 6

he/she/it was	ítan	ήταν
house, home	spíti	σπίτι
we were	ímastan	ήμασταν

CD 7 Track 7

like	arési	αρέσει
to me	moo	μου
I like ouzo.	Moo arési to oózo	Μου αρέσει το ούζο.
I don't like wine.	Then moo arési to krasí.	Δεν μου αρέσει το κρασί.
to you	sas	σας
Do you like beer?	Sas arési i bíra?	Σας αρέσει η μπύρα;
He likes the theatre a lot.	Too arési to théatro polí.	Του αρέσει το θέατρο πολύ.
She doesn't like the cinema.	Then tis arési to sinemá.	Δεν της αρέσει το σινεμά.

CD 8 Track 1

music	moosikí (f)	μουσική
to us	mas	μας
We like this music.	Mas arési aftí i moosikí.	Μας αρέσει αυτή η μουσική.
Will you give me a book?	THa moo thósete éna vivlío?	Θα μου δώσετε ένα βιβλίο;
We'll give him a bottle.	THa too thósoome éna bookáli.	Θα του δώσουμε ένα μπουκάλι.
Maria doesn't want to give us anything.	I María then THéli na mas thósi típota.	Η Μαρία δεν θέλει να μας δώσει τίποτα.

CD 8 Track 2

Adjective endings for neuter, feminine; masculine ending, names and words

This ouzo is good.	Aftó to oózo íne kaló (n).	Αυτό το ούζο είναι καλό.
This beer isn't good.	Aftí i bíra then íne kalí (f).	Αυτή η μπύρα δεν είναι καλή.
the menu/list	o katálogos (m)	ο κατάλογος
a coffee, the coffee	éνας kafés, o kafés (m)	ένας καφές, ο καφές
I like this coffee.	Aftós o kafés moo arési.	Αυτός ο καφές μου αρέσει.

CD 8 Track 3

Subject and object – masculine endings

a (object of sentence)	énan (m)	έναν
I want a coffee.	THélo énan kafé.	Θέλω έναν καφέ.
the (object)	ton (m)	τον
Have you got the menu?	Éxete ton katálogo?	Έχετε τον κατάλογο;

CD 8 Track 4

the (object)	tin (f)	την
I want the salad.	THélo tin saláta.	Θέλω την σαλάτα.

CD 8 Track 5

Letters 1-11

A α	αλλά	allá	but
B β	βιβλίο, ταβέρνα	vivlío, tavérna	book, tavern
Γ γ	αγοράζω, γιατί	agorázo, yiatí	I buy, why
Δ δ	δεν, εδώ	then, ethó	not, here
E, ε	έχω, εγώ	éxo, egó	I have, I
Z, ζ	ούζο, διαβάζω	oózo, thianázo ouzo,	I read
H, η	την	tin	it/the (f)
Θ, θ	θέλω, θα	THélo, THa	I want, 'will'

Ι, ι	λίγο, τι	lígo, ti	a little, how/what
Κ, κ	κάτι, κάθε	káti, káThe	something, every
Λ, λ	Ελλάδα	Elátha	Greece

CD 8 Track 6

Letters 12 - 24

Μ, μ	μία, μεγάλο	mía, megálo	a (f), big (n)
Ν, ν	ελληνικά, δεν	eliniká, then	Greek, not
Ξ, ξ	ξέρω	kséro	I know
Ο, ο	το, λίγο	to, lígo	it/the (n), a little
Π, π	πόδι, από	póthi, apó	foot, from
Ρ, ρ	μέρα, μακριά	méra, makriá	day, far
Σ, σ/ς	κρασί, Έλληνας	krasí, Élinas	wine, Greek man
Τ, τ	σπίτι, σαλάτα	spíti, saláta	house, salad
Υ, υ	πολύ	polí	very/a lot
Φ, φ	καφές, εφημερίδα	kafés, efimerítha	coffee, newspaper
Χ, χ	όχι, έχω	óxi, éxo	no, I have
Ψ, ψ	διψάω	thipsáo	I'm thirsty
Ω, ω	εγώ, τώρα	egó, tóra	I, now

CD 8 Track 7

Letter combinations 25-36

αι	ναι, και	ne, ke	yes, and
ει	είμαι, θέλει	íme, Théli	I am, he/she wants
οι	ανοιχτό	anixtó	open (n)
ου	μουσική, μου	moosikí, moo	music, my
αυ	αυτός, αύριο	aftós, ávrio	he, tomorrow
ευ	ευχαριστώ, φεύγω	efxaristó, févgo	thanks, I leave
μπ	μπαρ, μπουκάλι, λάμπα	bar, bookáli, lámba	bar, bottle, lamp
ντ	ντομάτα, δόντι	domáta, thóndi	tomato, tooth
γκ	γκαράζ, αγκινάρα	garáz, anginára	garage, artichoke

γγ	αγγλικά	angliká	English
τσ	τσιγάρο	tsigáro	cigarette
τζ	τζατζίκι	dzadzíki	tzatziki

CD 8 Tracks 8 and 9

Practice with known words and structures

The Greek alphabet

	<i>Greek letter</i>	<i>Closest English equivalent</i>	<i>Transliterated</i>
1	A α αλλά	Somewhere between A of 'cat' and the U of 'cut'	a
2	B β βιβλίο, ταβέρνα	V as in 'vase' (There is no hard B sound, as in 'back', in Greek. This sound is created by combining letters; see No. 31 below.)	v
3	Γ γ αγοράζω γιατί	G like the English g in 'go', 'get' but softer, with more breath. Sounds like Y in front of e or i sounds.	g y
4	Δ δ δεν, εδώ	TH as in 'then', 'this'	th
5	E, ε έχω, εγώ	E as in 'bed'	e
6	Z, ζ ούζο, διαβάζω	Z as in 'zoo'	z
7	H, η την	EE as in 'feet'	i
8	Θ, θ θέλω, θα	TH as in 'thin'	TH
9	I, ι λίγο, τι	EE as in 'feet'	i
10	K, κ κάτι, κάθε	K as in 'kick'	k
11	Λ, λ Ελλάδα	L as in 'lamp'	l
12	M, μ μία, μεγάλο	M as in 'milk'	m
13	N, ν Ελληνικά, δεν	N as in 'nice'	n
14	Ξ, ξ ξέρω	KS as in 'Jackson'	ks

15	Ο, ο το, λίγο	O as in 'lock'	o
16	Π, π πόδι, από	P as in 'pot'	p
17	Ρ, ρ μέρα, μακριά	R as in 'red' (with a roll)	r
18	Σ, σ/ς κρασί Έλληνας	S as in 'sit' (at the end of a word in small letters the alternative ς has to be used)	s
19	Τ, τ σπίτι, σαλάτα	T as in 'top'	t
20	Υ, υ πολύ	E as in 'feet'	i
21	Φ, φ καφές, εφημερίδα	F as in 'farm'	f
22	Χ, χ όχι, έχω	CH as in the Scottish 'loch' but softer, less guttural	x
23	Ψ, ψ διψάω	PS as in 'tips'	ps
24	Ω, ω εγώ, τώρα	O as in 'lock'	o

Combinations

25	αι ναι, και	E as in 'let'	e
26	ει είμαι, θέλει	EE as in 'feet'	i
27	οι ανοιχτό	EE as in 'feet'	i
28	ου μουσική, μου	OO as in 'hoot'	oo
29a, b	αυ αυτός, αύριο	AF as in 'after', or AV as in 'have'	af, av
30a, b	ευ ευχαριστώ, φεύγω	EF as in 'left', or EV as in 'every'	ef, ev

31	μπ μπαρ, μπουκάλι, λάμπα	B as in 'bar'	b
32	ντ ντομάτα δόντι	D as in 'dad'	d
33	γκ γκαράζ, αγκινάρα	G as in 'get'	g
34	γγ αγγλικά	NG as in 'angle'	ng
35	τσ τσιγάρο	TS as in 'puts'	ts
36	τζ τζατζίκι	DZ as in 'adds'	dz

Common Greek signs

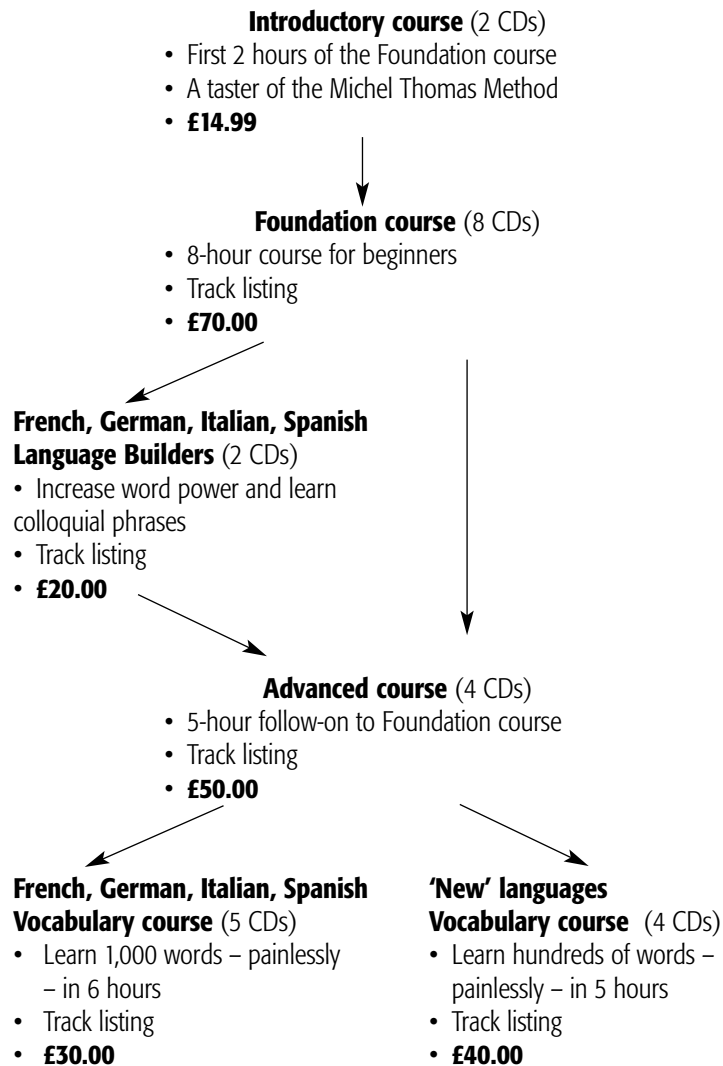
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ΜΕΤΡΟ underground	ΜΠΑΡ bar	ΕΙΣΟΔΟΣ entrance
ΕΞΟΔΟΣ exit	ΩΘΗΣΑΤΕ push	ΣΥΡΑΤΕ pull
ΕΙΣΙΤΗΡΙΑ tickets	ΤΑΜΕΙΟ ticket office/ cash desk	ΕΣΤΙΑΤΟΡΙΟ restaurant
ΞΕΝΟΔΟΧΕΙΟ hotel	ΤΡΑΠΕΖΑ bank	ΣΤΑΘΜΟΣ railway/bus station
ΣΤΑΣΗ (bus) stop	ΤΟΥΑΛΕΤΤΕΣ toilets	ΑΝΟΙΧΤΟ open
ΚΛΕΙΣΤΟ closed	ΑΠΑΓΟΡΕΥΕΤΑΙ ΤΟ ΚΑΠΝΙΣΜΑ no smoking	ΜΟΥΣΕΙΟ museum
ΚΑΦΕΝΕΙΟ café	ΘΕΑΤΡΟ theatre	ΣΙΝΕΜΑ cinema
ΝΟΣΟΚΟΜΕΙΟ hospital	ΑΓΟΡΑ market	ΤΑΞΙ taxi
ΑΕΡΟΔΡΟΜΙΟ airport	ΑΦΙΞΕΙΣ arrivals	ΑΝΑΧΩΡΗΣΕΙΣ departures
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